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ABSTRACT

This study examined the characteristics, experiences, and recommendations of 43 participants in the Administrative Management Institute (AMI) at Cornell University (New York). Analysis of the first surveys led to two annual follow-up surveys that focused on how participants financed their AMI studies and on additional AMI opportunities desired. Specifically, the study investigated participant demographics, rationale for attendance, financing, prior management-related training, evaluation of AMI experience in relation to previous management development experience, career aspirations, and recommendations for additional training opportunities and networking. Analysis of participants' responses and the results of participant observations are presented in each category. Results suggest that although the Cornell AMI program was geared primarily toward the business affairs side of the higher education enterprise, the program is potentially attractive to a much more diverse group of administrative managers; that the focus of the program might be expanded, in terms of both target population and content; and that this study should be replicated to identify program changes since the program's inception and since completion of the study. Graphs and tables are appended. (Contains 27 references.) (MAH)

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A Qualitative/Quantitative Analysis of the Administrative Management Institute at Cornell University

by

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Biography

Dianne A. Brown-Wright currently serves as Director and Assistant Professor of Higher Education at The University of Akron in Akron, Ohio. She holds degrees in Psychology (BS), Counseling and Human Systems (MS), and Higher Education Administration (Ph.D.), with a subspecialty in Policy, Planning, and Analysis all from Florida State University.

A Qualitative/Quantitative Analysis of the Administrative Management Institute At Cornell University

Introduction

The purpose of this study was to add to the literature related to higher education management development program, with a particular emphasis on Cornell University's Administrative Management Institute (AMI). Cornell University is one of several prestigious American universities offering a summer management development institute for college and university administrators and managers. The AMI is administrated through Cornell University's School of Continuing Education and Summer Sessions. College and university department/unit administrative managers are targeted for participation in this particular management development institute. Cornell's AMI has been in existence only since 1993, however, and therefore, little if any mention has been made of it in the literature describing higher education management development programs.

The researcher investigated participant demographics, participant rationale for attendance, and participant financing. Also investigated were participants' prior management related training experiences and relatedly, how participants rated their AMI experience in relation to previous management development experiences in which they have participated. Final sources of inquiry included the career aspirations of AMI participants as well as their recommendations for additional management development training opportunities and networking.

Literature Review

Multiple routes are pursued by higher education professionals in their quest for administrative positions in colleges and universities (Bennett, 1983). One route is through management development training provided through various intensive management development institutes. Other routes include formal degree programs in higher education, business or human resource management, on-the-job training, or a combination of training, formal academic work, and on-the-job experience.

According to Dill (1978) and Haynes (1985), formal academic programs in fact play a role of growing importance. Others (Baldridge, et.al. 1978) however, note that in their opinion many higher education institutions overemphasize doctoral and pre-doctoral preparation to the exclusion of well-designed, timely, and convenient "training" opportunities. Relatedly, of growing significance, are management training workshops, seminars and institutes offered by professional associations and corporate entities, as well as higher education institutions.

Formal internship and/or apprenticeship experiences have also gained in popularity. The ACE Fellows Program, for example, is a national year long administrative internship designed to afford an immersion experience in administrative life. A strength of this program is its ability to convey an understanding of higher education as a national enterprise (Schuster, 1988). In meetings with the heads of Washington based higher education associations and various congressional leaders and staff concerned with education issues, Fellows develop an awareness of national issues confronting higher education and the concerns of various sectors and interest groups (Perlman, 1988).

Contrary to such training and experiences, however, is commonly accepted wisdom [in higher education] that administrators should come from the ranks of the faculty (Baldridge, 1978). Proponents of this view contend that the faculty are the appropriate recruiting ground for top administrators--including presidents--but especially for academic administrators (i.e., vice presidents for academic affairs, provosts, deans, department heads/chairs, etc.). More often than not, however, faculty selected for administrative posts in higher education have had little, if any, formal or informal management development training.

Many writers (Baldridge, 1978; Dill, 1991) go on to say that the survival of academic institutions of the future will depend upon a well-trained management cadre. Such critical management skills include, among others, those suggested by Servan-Schreiber in his 1968 publication titled American Challenge, (i.e., problem-solving and analytical skills). Baldridge (1978) goes on to contend that of particular importance is expertise in leadership and relatedly, personnel management as well as the ability of administrators and managers in higher education to make connections between their particular function and the mission of the institution. Subsequently if department chairs know more about the overall workings of the institution, they should prove to be more effective managers. Similarly, the business officer who understands academic programs and issues will make more informed decisions, addressing the health of the entire enterprise rather than only isolated financial dimensions.

In a 1978 monograph, Scott also observed that higher education has yet to realize its responsibility for the professional development of its mid-level staffs. Scott (1978) notes that it is not being suggested here that

colleges and universities should be turned over to technocrats, or that "trained managers" should replace the professor-turned-administrator. However, in this day of pressure, real skills are demanded; more skills than are picked up by chance in departmental, college and/or university committee and senate work. Further, today, as in the past, there has been a strong bias toward hiring administrators whose education and work experience have been in a similar--if not identical institution. As the demands placed on administrators to perform new and more intricate tasks increases, the need for competent, committed individuals to perform a variety of tasks will grow. The ability to be an effective administrator, manager, and/or leader in any setting will be required.

Historic resistance to management and management development as well as faculty antipathy to administration have made formal management training programs and related courses of study a relatively recent phenomenon (Green, 1988). In fact, the real burgeoning of formal degree programs, management development seminars, workshops, and institutes began as late as the mid-sixties as higher education entered an era of tremendous expansion. Accordingly, there was a concurrent recognition that systemic preparation for such positions was desirable. As the management of colleges and universities became more vital and complex in the 1970s, management development as an area of study became more respectable and valued. Thus, a variety of formal and informal higher education management development programs now exists with different purposes and for different audiences.

Management development focuses on enabling administrators to acquire the knowledge and skills that enable them to understand the domain in which they operate and to master the information they must

command to do a better job. It is noted that management development is viewed more narrowly than leadership development (Green & McDade, 1991). For example, management development involves improving management skills such as decision making, planning, budgeting, and supervising. Green and McDade (1991) broaden this view by noting that management development also refers to the development of basic skills in negotiating, marketing, and evaluating.

Leadership development, a much broader concept, involves enhancing the ability of individuals to make a difference, to shape the direction of their institution or unit, and to bring others along in sharing and implementing goals (Green & McDade, 1991). Leadership involves having vision and a sense of direction. In other words, leadership goes beyond effective and efficient administration.

Schuster (1988) defines the management training institute as: (1) a program of a week's duration or longer, (2) the content of which is directed at improving management/administrative skills, (3) offered to administrators at North American colleges and universities, and (4) at which attendance is not reserved to personnel from a single campus or multicampus system. According to Schuster, the three most established management development institutes providing management training to higher education professionals include Harvard's Institute for Educational Management (IEM) , the Summer Institute for Women in Higher Education Administration, co-sponsored by Bryn Mawr College and Higher Education Resource Services (HERS), and Carnegie Mellon University's College Management Program.

Harvard's four-week Institute for Educational Management is substantially more expensive than the other two programs. The HERS/Bryn

Mawr summer management development program, which is limited to women in middle management positions, has recently added a focus on skills needed by mid-management level women to lead campus athletic departments (i.e., athletics administration). Historically, HERS has placed emphasis on career development issues geared towards women. The Carnegie Melon Program has a more technical cast to it than the other two, with its emphasis on computer utilization for instructional and academic purposes. Presumably, each one of these management development programs was created to respond to a set of needs or problems perceived in the supply, preparation, or effectiveness of college and university administrators.

All three of these management development programs were established in the 1970s (i.e., 1970, 1976, and 1978, respectively) and run almost exactly the same length of time, i.e., approximately three weeks. There is no empirical evidence to date, however, that any one of these program is more efficacious than the other (Schuster, 1988). Further, while a fair amount is known about the characteristics of these and other existing management training programs designed to promote the professional development of college and university managers, less is known about the effectiveness of such professional development programs (Schuster, 1988). Also, very little is known about who takes advantage of what kinds of management development training opportunities and at what stages in their careers. Schuster (1988) also notes that a lack of information is available in terms of participant financing of such programs (i.e., the extent to which participation in management development is subsidized by employers, foundations, grant funding, and/ or is paid or by participants themselves).

According to McDade (1987), there is also a need for more research with a specific focus on the development of management expertise and leadership. McDade goes on to note that research in this area will benefit not just higher education, but business, industry, government, and the military as well. McDade encourages individuals who do actually participate in such programs to report back to colleagues on their experience. Along these lines, she suggests that a critique be conducted of the benefits and overall impact of management development experiences as well as the preparation of summaries of insights and discoveries.

Many professional development theorists are going as far as suggesting that long-range institutional plans for such professional development be established in the form of in-service training, management development workshops and postgraduate course work (Baldridge et al., 1978; McCabe, 1987; 1988).

Methodology

This study targeted a specific management development institute i.e., Cornell University's Administrative Management Institute (AMI). Following Cornell University's second annual AMI held during the summer of 1994, its 72 participants were mailed a 17-item questionnaire by the researcher as a participant-observer. Two follow-ups of the initial survey questionnaire were conducted which resulted in 43 responses and representing a final response rate of 60 percent. Preliminary analysis of responses led to two annual follow-up surveys, the first focusing on how participants financed their AMI experience and the second on additional additional AMI opportunities desired..

In addition, a journal was kept by the researcher during the participant-observation stage of the research, where a limited number of daily entries of varying lengths were made typically at the end of the day of the five-day summer institute. Journal entries included observations, reflections, speculations, and analyses.

The research questions were as follows:

1. What do AMI participants view as their perceived motivations/ incentives for participating in the Cornell AMI program?
2. How do AMI participants finance their AMI experience?
3. What immediate (during the next five years) and ultimate career aspirations/goals are reported by AMI participants?
4. What demographics typically describe the AMI participant?
5. What other management related professional development experiences do AMI participants report themselves as having had prior to attending Cornell's summer administrative management institute?
6. How do Cornell's AMI participants rate their AMI experience in relation to previous management professional development experiences in which they have participated?
7. In what area(s) did Cornell's AMI participants find their knowledge, prior to participation in the AMI most/least deficient?
8. How do AMI participants report themselves as planning to use/apply their AMI experience?
9. What additional knowledge, skills, and professional development skills are desired by AMI participants?

Statistical Treatment of Data

The data were collected and content analyzed, both qualitatively and quantitatively. The latter was determined in light of the nature of the method of instrumentation used and the responses received. Frequency statistics are reported, where appropriate.

Findings

The stated purpose of Cornell's AMI is consistent with Schuster's (1988) definition of a management training institute, i.e., (1) a program of a week's duration or longer, (2) the content of which is directed at improving management/administrative skills, (3) offered to administrators at North American colleges and universities, and (4) at which attendance is not reserved to personnel from a single campus or multicampus system. The AMI curriculum is designed to enhance the efficacy and value of unit managers and supervisors within institutions of higher education.

The program seeks to enlarge administrative managers' understanding of their work and provide a forum which allows for the effective meshing of viewpoints of both unit managers and faculty members (Cornell University, 1994; 1995; 1996).

Administrative managers are defined as "the people in the middle" between the faculty and the executive decision makers (Kraus, 1983). More specifically, Green and McCabe (1991) describe administrative managers as including registrars, controllers, admissions and financial aid officers, heads of counseling centers, and directors of learning resources, media centers, alumni activities, and publications. Green and McCabe (1991) go on to note that such positions generally fall in the areas of public affairs, fundraising, student affairs, or business and administrative affairs.

Demographics

A total of forty-three out of seventy-two 1994 AMI participants responded to the initial survey instrument, representing an overall response rate of 60%. Respondents included seventeen men (40%) and and twenty-six women (60%). The survey respondents ranged in age from 28 years to 63 years The majority of the respondents (82%) indicated that they were Caucasian; 7% of the respondents indicated that they were African-American, and 5% of the survey respondents reported their race/ethnic origin as Asian-American. One respondent reported his/her ethnic group as Arab (3%) and one respondent (2%) did not report race/ethnic origin.

Fifteen percent of the respondents indicated that they held only a two-year degree. Sixteen percent of the initial survey respondents indicated that they held a four-year degree. Another 26% of the respondents indicated that they had at least a master's degree and 15% of the respondents indicated that they held the doctorate degree. Thus, there was seemingly an even distribution of participants in terms of levels of formal education.

Insert Table 1

In terms of length of time in current position, the majority of the AMI respondents (56%) indicated that they had only been in their positions two to four years. Another 23% of the respondents indicated that they had been in their positions for less than one year. Fifteen percent of the respondents indicated that they had been in their current

position for five to seven years. Only one individual (2%) indicated that he/she had been in his/her current position for over seven years.

AMI participants most frequently described themselves as "administrative managers." Participant observations as well as survey responses indicated that while the definition of "administrative manager" is wider in scope than participant demographics revealed, the majority (51%) of the seventy-two 1994 AMI participants represented the business and finance side of college and university administration (e.g., business managers, fiscal/budget analysts, treasurers, controllers, etc.). A much smaller proportion of the AMI participants were represented by position titles such as center coordinator, department chair, director of facilities, executive assistant to the provost, and executive officer. Further, while only two of the survey respondents identified themselves as faculty members, based upon the researchers own participant-observations, at least four times that many of the actual AMI participants were full-time faculty members. This point is significant in that one of the stated purposes of Cornell's AMI is to provide a forum for the meshing of view points of unit managers and faculty members (Cornell University, 1994, 1995, 1996).

Related Administrative Management Training Experience

Over sixty-three percent (63.3%) of the initial AMI respondents reported participation in management oriented professional development training prior to their AMI experience. Thirty-seven percent (37.2%) of the initial survey respondents, however, reported not having had any formal administrative management professional development training experience prior to their participation in the Cornell Administrative

Management Institute (AMI). Two of the respondents indicated that the only related formal management development training that they had had previously was participation in the Cornell AMI program the year before.

Rating of the Cornell AMI Experience

Eighty percent of the survey respondents rated Cornell's AMI as comparable to other types of management development training that they had previously participated in. Previous participation in management development programs reported by survey participants included IBM's Corporate Management School , The University of Kentucky's Management Institute, The Johnson School of Management, and Harvard's Institute for Executive Management (IEM). The majority of other related management development participation experiences reported included management workshops and/or seminars sponsored by professional associations such as CUPA, and NACUBO.

Areas of Most/Least Prior Knowledge Deficiencies

Topics covered during the Cornell AMI where respondents perceived themselves as having the most knowledge deficiency included the areas of sponsored programs (14%) and current tax issues (14%). Over 10% (10.3 %) of the respondents indicated that the area of facilities planning was also a topic covered in which they perceived their knowledge as somewhat deficient. Other topics covered in which respondents reported that they perceived their knowledge to be deficient included benchmarking and internal control.

Application of "New" Knowledge

Varied responses were given with regard to the question of how "new knowledge" gained as a result of participation in Cornell's AMI would be used. The majority of respondents indicated that they would use or incorporate "new knowledge" to increase personal effectiveness in their current position (42%). Respondents providing examples of how they would use or incorporate "new knowledge" to increase their personal effectiveness in their current positions included applying budgeting techniques/tools, tax applications discussed, computer applications, and bench-marking. Nineteen percent of the respondents indicated that they would use "new knowledge" gained for purposes of career enhancement. Another fourteen percent of the respondents indicated, that they would use such "new knowledge" for purposes of information sharing. Examples of such information sharing included conducting research as well as on-campus workshops. Other respondents (7%) indicated that they would use "new knowledge" gained for self improvement such as attempting to act more ethically and improving their public speaking through the use of tips shared during the AMI. Still other AMI respondents indicated that they would use "new" knowledge gained as a basis to learn more about topics covered, i.e., to target future learning experiences in areas such as negotiations, benchmarking, and reengineering.

Career Aspirations

The most often career goal cited by respondents was to move to a higher level administrative position in academic administration (e.g., assistant/associate provost, provost, chancellor, and vice president for academic affairs). Other examples of academic or administrative positions aspired to by AMI survey respondents included instructor, administrative manager, college business officer/manager, director of facilities, and vice president for business, finance, fiscal affairs and/or planning. Two of the AMI respondents reported a goal of going back to school to pursue a higher degree (e.g., the doctorate) in order to facilitate the realization of their career goals.

Insert Table 2

Program Benefits

Program benefits of the Cornell AMI as cited by survey respondents most often included opportunities for networking, interaction, and the exchange of ideas; followed by cost. The opportunity to broaden one's contacts and networks has also been cited in related literature as one of the major benefits of management development programs (Pearlman, 1988).

AMI survey respondents indicated that another benefit of the AMI program was its location away from the office. Respondents indicated that location away from campus minimized distractions. Along these lines, Green (1988) notes that participation in management development training [away from the office] pulls one away from the concerns of the day-to-day management. She goes on to note that such training [away

from the office] is useful in terms of expanding one's vision, and "recharging one's batteries."

Participant Financing

Forty-one (57%) of the 1994 AMI participants responded to a separate questionnaire related to participant financing. Of these forty-one respondents, thirty-five (83%) indicated that their participation was 100% employer financed. Three (7%) of the respondents indicated that their employer financed, in part, their AMI participation. Two respondents (5%), one of whom self-reported as retired, indicated that their AMI participation was totally self-financed. One respondent indicated that his/her AMI participation was financed through a Lily Endowment faculty development grant.

Areas of Additional Knowledge/Skills Desired

Survey respondents indicated a desire for additional knowledge/ skills in six key areas: budget/financial management, computer applications/information technology, facilities management, human resource management, leadership development, and institutional advancement. More specifically with regard to desires for additional professional development training in budget/financial management, respondents expressed a particular interest in having more knowledge and or skills related to bond issues, contract management, debt-card service, fiscal law, investments, sponsored researh, and tax issues. In terms of facilities management, project management appeared to be key. Of particular significance for purposes of this study, however, were expressions of desires for additional professional development

opportunities in the areas of leadership development and human resource management, with a particular emphasis on team building.

Opportunities for Networking

AMI participants surveyed made several suggestions in response to a follow-up questionnaire related to desired opportunities for networking. These suggestions included the establishment of an e-mail directory of AMI participant addresses, an electronic bulletin board, periodic newsletters, and AMI alumni reunions--perhaps overlapping initial AMI participation. One respondent also suggested that a comprehensive, grant-funded AMI alumni survey be conducted.

Summary and Conclusions

Established in 1993, Cornell University's Administrative Management Institute (AMI) represents one of several management development programs in the United States. It is consistent in definition, format, and delivery with Schuster's 1988 definition of a management training institute.

At the time that this study was conducted, the Cornell AMI emphasis was on administrative management development (i.e., geared primarily toward the business affairs side of the higher education enterprise). The research results of this study indicated that great potential exists in terms of the Cornell AMI program being attractive to a much more diverse group of administrative managers. More specifically, it was found that persons such as academic department chairs and a wide range of other "middle managers" in the college or university setting could

find this program particularly useful. The Cornell AMI now also targets Deans and Department Heads.

The focus of Cornell's AMI might be expanded, not only in terms of its target population, but also in terms of its content. In the coming decade, professional development programs such as Cornell's AMI will be seen as part of an ongoing lifetime of learning experiences and career development. Such experiences and preparation will take many forms. Of continuing popularity will be the summer institute.

This study should be replicated to determine what additional program change features have occurred since the inception of Cornell University's AMI and since this study was completed. Relatedly, an analysis should be conducted to determine what factors informed such decision making.

In addition, research should be conducted of a comparative nature with the intent of determining participant perceptions related to other management development programs such as Harvard University's Institute for Educational Management (IEM) and its Management Development Program (MDP), the Carnegie Mellon University College Management Program (CMP), and the Bryn Mawr's Summer Institute for Women in Higher Education Administration (Bryn Mawr/HERS Program), to name a few. Finally, longitudinal studies should be conducted to track the career paths of AMI and similar program participants in instances where such studies have not already been conducted.

mac: Cornell Article #2. Doc.

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APPENDICES

TABLE 1

AMI Participant Degree Attainment

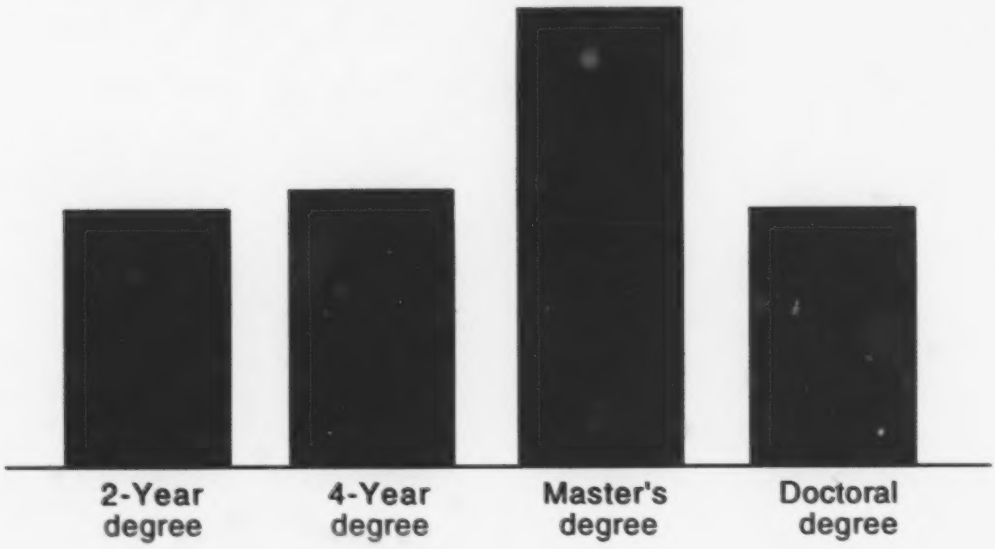

TABLE 2

CAREER ASPIRATIONS

Position	No.
Academic Administration (Dean, Asst. Dean; Executive Asst. to the Provost; Asst. Provost)	5
College Business Officer/Manager	2
Director of Facilities	1
Central Administration	2
Head Center/Department	2
Director/Asst/Assoc.V.P for Finance and Adm/Fiscal Affairs/Financial Planning	4
Administrative Manager	3
Move Up in University Administration	2
Move to Larger Department	1
Director (General)	.5
Director of Telecommunications	1
Director/Human Resources	1
Academic Vice President	2
Career Outside of Academe	2
Vice President/Vice Chancellor	4
Teacher/Professor	1
Same as Current Position	2

Unclear/Undecided/Not Sure	2
No Response	1
Unusable Response	6